

## Appendix B:

### New Instruments:

#### Follow-Up Questionnaires and Surveys:

- Student Follow-Up Questionnaire
- End of Year Teacher Surveys (ERO and ELA Teachers)



**STUDENT FOLLOW-UP QUESTIONNAIRE  
SPRING 2006  
GRADE 9**

**First Name:** \_\_\_\_\_ **Last Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Student ID #:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Month Day Year

**PURPOSE**

We are asking you these questions to get information about your school experiences and your experiences with reading. You're the best person to help us learn about these things. We are interested in your own responses to these questions. You do not need to ask your parents, teachers, or friends for help on the answers.

This is not a test – there are no right or wrong answers. Your answers will be used for research only, so please be as honest as you can.

You do not have to answer any individual questions you don't like. We hope that you answer all the questions because we need your answers to make our research complete.

**DIRECTIONS**

***Read each question carefully.*** Try to answer all questions. If no answer fits exactly, pick the one that comes closest. It is important that you follow the directions for responding to each question. Mark (✓) each answer clearly.

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**YOUR ANSWERS WILL BE USED FOR RESEARCH ONLY.**

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**FOR SURVEY ADMINISTRATOR USE ONLY**

☐ Not in school

**First, we have two general questions about going to school.**  
**Mark (✓) the number on each line that applies to you.**

**(1) How much do you agree or disagree with the following statements about why you go to school?**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. I go to school because I think the subjects I'm taking are interesting and challenging.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. I go to school because I get a feeling of satisfaction from doing what I'm supposed to do in class.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. I go to school because I have nothing better to do.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. I go to school because education is important for getting a job later on.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. I go to school because it's a place to meet my friends.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. I go to school because I play on a team or belong to a club.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. I go to school because I'm learning skills that I will need for a job.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
h. I go to school because my teachers expect me to succeed.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
i. I go to school because my parents expect me to succeed.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

**(2) How many times did the following things happen to you in the first semester or term of this school year?**

	<b>Never</b>	<b>1-2 Times</b>	<b>3-6 Times</b>	<b>7-9 Times</b>	<b>10 or More</b>
a. I was late for school.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. I cut or skipped classes.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. I got in trouble for not following school rules.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. I was suspended or put on probation.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

**The next question asks you about your future education.**

**(3) How far do you think you will go in school?**

**Mark (✓) one answer.**

- ☐ graduate from high school
- ☐ vocational or technical training (e.g. electrician, hairdresser, chef, pre-school teacher)
- ☐ some college
- ☐ graduate from a business or two-year college
- ☐ graduate from a four-year college
- ☐ get a master's degree or a teaching credential
- ☐ get a law degree, a Ph.D., or a medical doctor's degree

**This section is about reading and writing. The section has 19 questions.**

**Please mark (✓) one answer on each line.**

**(4) Please indicate how much you DISAGREE or AGREE with the statements below about reading and writing.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. When I read books, I learn a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Reading is one of my favorite activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Writing things like stories or letters is one of my favorite activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Writing helps me share my ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I read or write to get away from family or friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I read or write when there's no one else to talk or be with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I read to see what is going on in the world, the country, and/or my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I read or write when I have nothing better to do or when I am bored.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I read in order to learn new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I read or write because it's a habit, just something I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I read or write so I can forget about school, work, or other things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I read or write because it makes me feel less lonely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**(5) During the past month, about how OFTEN did you READ each of the following, when you were not in school?**

	Never	At least once	Every other week	Once a week	Twice a week	3-4 times a week	Every day
a. Comic books or joke books	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
b. Fiction books or stories (books or stories about imagined events)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
c. Plays	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
d. Poetry	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
e. Biographies or autobiographies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
f. Books about science (for example, nature, animals, astronomy)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
g. Books about technology (for example, machines, computers)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
h. Books about history	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
i. Newspaper or magazine articles	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
j. E-mails, letters, or notes	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
k. Religious books (e.g., Koran, Bible, Catechism, Torah, other)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
l. Websites on the Internet	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
m. Music lyrics (words to music)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
n. Research papers, reports, graphs, charts, or tables	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
o. Instruction manuals, cookbooks, sewing patterns (instructions on how to do something)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
p. Maps or bus, airline, or train schedules	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
q. Catalogs or reference books (encyclopedia, dictionary, phone book, etc.)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>

	Never	At least once	Every other week	Once a week	Twice a week	3-4 times a week	Every day
<b>(6) During the past month, how OFTEN did you READ for fun?</b>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>

**(7) During the past month, about how OFTEN did you WRITE each of the following, when you were not in school?**

	Never	At least once	Every other week	Once a week	Twice a week	3-4 times a week	Every day
a. E-mails, chat, shout-outs, blogs	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
b. A private diary or journal	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
b. Letters or notes on paper	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
c. Poetry	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
d. Stories	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
e. Grocery/shopping list	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
f. Instructions on how to do something	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
g. Music lyrics (words to music)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
h. Directions on how to get somewhere	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
i. Graffiti or tagging on paper	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
j. Comics	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>

	Never	At least once	Every other week	Once a week	Twice a week	3-4 times a week	Every day
<b>(8) During the past month, how OFTEN did you WRITE for fun?</b>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>

Yes

No

1 ☐2 ☐

(9) Other than your regular English class, have you taken a class, in school this year intended to help you with your reading and writing?

If YES, please continue to question 10

If NO, please continue to question 12

One month  
or less

A couple of  
months

One  
semester or  
term

Most of the  
year

All year

(10) For how LONG did you get this help with reading and writing?

1 ☐2 ☐3 ☐4 ☐5 ☐

Less  
than  
once a  
month

Once a  
month

Every  
other  
week

Once a  
week

Twice a  
week

3-4  
times a  
week

Every  
day

(11) How OFTEN did you get this help with reading and writing?

1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐

Yes

No

1 ☐2 ☐

(12) Did an adult in your school help you individually with your reading and writing this year, like a tutor?

If YES, please continue to question 13

If NO, please continue to question 15

One month  
or less

A couple of  
months

One  
semester or  
term

Most of the  
year

All year

(13) For how LONG did you get this help with reading and writing?

1 ☐2 ☐3 ☐4 ☐5 ☐

Less  
than  
once a  
month

Once a  
month

Every  
other  
week

Once a  
week

Twice a  
week

3-4  
times a  
week

Every  
day

(14) How OFTEN did you get this help with reading and writing?

1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐

Yes

No

1 ☐2 ☐

(15) Have you taken a class or participated in a program outside of school intended to help you with your reading and writing?

If YES, please continue to question 16

If NO, please continue to question 18

One month or less

A couple of months

One semester or term

Most of the year

All year

(16) For how LONG did you get this help with reading and writing?

1 ☐2 ☐3 ☐4 ☐5 ☐

Less than once a month

Once a month

Every other week

Once a week

Twice a week

3-4 times a week

Every day

(17) How OFTEN did you get this help with reading and writing?

1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐

Yes

No

1 ☐2 ☐

(18) Did an adult outside of school help you individually with your reading and writing this year, like a tutor or someone at an after-school program?

If YES, please continue to question 19

If NO, please continue to question 21

One month or less

A couple of months

One semester or term

Most of the year

All year

(19) For how LONG did you get this help with reading and writing?

1 ☐2 ☐3 ☐4 ☐5 ☐

Less than once a month

Once a month

Every other week

Once a week

Twice a week

3-4 times a week

Every day

(20) How OFTEN did you get this help with reading and writing?

1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐

**The next two questions ask about what you read in school.**

**(21) The statements below are about things you may have read in your English and other classes this year, both in class and for homework. Please indicate how much you DISAGREE or AGREE with each statement. Mark (✓) the number on each line that applies to you.**

	Didn't read	Strongly Disagree	Disagree	Agree	Strongly Agree
a. My social studies textbook is easy to read.	9○	1○	2○	3○	4○
b. My science textbook is easy to read.	9○	1○	2○	3○	4○
c. My math textbook is easy to read.	9○	1○	2○	3○	4○
d. Research papers, reports, graphs, charts, or tables are easy to read.	9○	1○	2○	3○	4○
e. Novels, short stories, plays, or essays are easy to read.	9○	1○	2○	3○	4○
f. Class notes are easy to read.	9○	1○	2○	3○	4○
g. Newspaper or magazine articles are easy to read.	9○	1○	2○	3○	4○
h. Poetry is easy to read.	9○	1○	2○	3○	4○
i. Websites on the Internet are easy to read.	9○	1○	2○	3○	4○
j. Maps are easy to read.	9○	1○	2○	3○	4○
k. Vocabulary lists are easy to read.	9○	1○	2○	3○	4○
l. Workbooks are easy to read.	9○	1○	2○	3○	4○

(22) During the past month, about how **OFTEN** did you **READ** each of the following, either during class or for homework? Mark (✓) the number on each line that applies to you.

	Never	At least once	Every other week	Once a week	Twice a week	3-4 times a week	Every day
a. Social studies textbook	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
b. Science textbook	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
c. Math textbook	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
d. Research papers, reports, graphs, charts, or tables	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
e. Novels, short stories, plays, or essays	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
f. Class notes	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
g. Newspaper or magazine articles	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
h. Poetry	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
i. Websites on the Internet	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
j. Maps	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
k. Vocabulary lists	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
l. Workbooks	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>

**This section is about your classes in school this year. This section has 6 questions.**

**(23) Please indicate how much you DISAGREE or AGREE with the following statements about your English class. Mark (✓) the number on each line that applies to you.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. I ask myself questions to make sure I know the material that I have been studying for <u>English</u> class.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. When work in <u>English</u> class is hard I either give up or study only the easy parts.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Even when <u>English</u> study materials are dull and uninteresting, I keep working until I finish.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. I often find that I have been reading for <u>English</u> class but don't know what it is all about.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. When I'm reading for <u>English</u> class I stop once in a while and go over what I have read.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. I work hard to learn even when I don't like my <u>English</u> class.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. I have to read well to do well in <u>English</u> class.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
h. My <u>English</u> teacher teaches us things in class to help us read better.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

(24) Please indicate how much you **DISAGREE** or **AGREE** with the following statements about your math class. Mark (✓) the number on each line that applies to you.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
a. I ask myself questions to make sure I know the material that I have been studying for <u>math</u> class.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. When work in <u>math</u> class is hard I either give up or study only the easy parts.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Even when <u>math</u> study materials are dull and uninteresting, I keep working until I finish.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. I often find that I have been reading for <u>math</u> class but don't know what it is all about.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. When I'm reading for <u>math</u> class I stop once in a while and go over what I have read.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. I work hard to learn even when I don't like my <u>math</u> class.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. I have to read well to do well in <u>math</u> class.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
h. My <u>math</u> teacher teaches us things in class to help us read better.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

Yes

No

(25) Did you take Science this year?

☐ 1

☐ 2

If YES, please continue to question 26

If NO, please continue to question 27

(26) Please indicate how much you DISAGREE or AGREE with the following statements about your science class. Mark (✓) the number on each line that applies to you.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I ask myself questions to make sure I know the material that I have been studying for <u>science</u> class.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
b. When work in <u>science</u> class is hard I either give up or study only the easy parts.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
c. Even when <u>science</u> study materials are dull and uninteresting, I keep working until I finish.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
d. I often find that I have been reading for <u>science</u> class but don't know what it is all about.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
e. When I'm reading for <u>science</u> class I stop once in a while and go over what I have read.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
f. I work hard to learn even when I don't like my <u>science</u> class.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
g. I have to read well to do well in <u>science</u> class.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
h. My <u>science</u> teacher teaches us things in class to help us read better.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

Yes

No

(27) Did you take History this year?

☐

If YES, please continue to question 28

☐

If NO, please continue to question 29

(28) Please indicate how much you DISAGREE or AGREE with the following statements about your history class. Mark (✓) the number on each line that applies to you.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I ask myself questions to make sure I know the material that I have been studying for <u>history</u> class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. When work in <u>history</u> class is hard I either give up or study only the easy parts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Even when <u>history</u> study materials are dull and uninteresting, I keep working until I finish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I often find that I have been reading for <u>history</u> class but don't know what it is all about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. When I'm reading for <u>history</u> class I stop once in a while and go over what I have read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I work hard to learn even when I don't like my <u>history</u> class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I have to read well to do well in <u>history</u> class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My <u>history</u> teacher teaches us things in class to help us read better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**This final section is about your Enhanced Reading Opportunity (ERO) class. There are 3 questions.**

**(29) How much do you like the ERO class? Mark (✓) the number that applies to you.**

**Not at all**

**A lot**

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

7 ☐

**(30) In general, do you find working on ERO assignments boring or interesting? Mark (✓) the number that applies to you.**

**Very  
boring**

**Very  
interesting**

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

7 ☐

**(31) How useful is what you learn in ERO, compared with your other subjects at school?**

**Not at all  
useful**

**Very  
Useful**

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

7 ☐

**THANK YOU!!!**

**Enhanced Reading Opportunities Program**

**End of Year Teacher Survey**

Spring 2006

Name\_\_\_\_\_

School\_\_\_\_\_

District\_\_\_\_\_

## **ERO Study End of Year Teacher Survey**

- 1) During the course of this year, how much influence, if any, did each of the following people have on your decisions about classroom instruction? *(Check one box per row.)*

	Not applicable	No influence	Minor influence	Moderate influence	Major influence
a. Principal or Assistant/Vice Principal(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A RAAL or Xtreme Reading coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Another RAAL or Xtreme Reading coordinator or facilitator (not a coach)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Fellow RAAL or Xtreme Reading teachers (not at your school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The ERO study program coordinator for your district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other district level personnel (not the ERO coordinator)					
g. Lead teacher(s), department head(s), or program coordinator(s) with whom you work at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Individual teachers with whom you work at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2) During the course of the year, did your RAAL/Xtreme reading coach conduct any of the following activities to help you with classroom instruction?

			If the activity occurred, was it			
	Did not Occur	Occurred	Not effective	Somewhat effective	Moderately effective	Very effective
a. Phone calls to check in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Emails to check in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Visits to my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Reviewing strategies or lessons with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Helping me assess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

and/or plan for individual students						
f. Observing me teaching classes and giving feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teaching sessions in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 3) During a typical MONTH, how many hours did you spend consulting with your RAAL/Xtreme Reading coach either during school hours or outside of regular school hours?

\_\_\_\_\_ hours per month

- 4) During the course of this year, how frequently did you engage in each of the following activities for instructional activities? (Check one box per row.)

	Never	A few times a year	Once or twice a month	Once or twice a week	Almost daily
a. Use technology to practice reading or language arts skills or strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Encourage students to read across multiple genres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teach a process for writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teach students to monitor their own reading and recognize when they don't understand the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Use repeated guided oral reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Use student data from assessments to plan or modify instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Use differentiated reading levels so that students practice at individual fluency levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Include instructional activities that guide students in decoding/reading difficult words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Draw upon students' prior knowledge as they work with text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Ask students to write for different goals and audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Revisit learned vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

l. Provide instruction on the different structures of texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Provide students a choice in what they read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Model reading comprehension strategies for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Teach strategies to identify and learn words that have unfamiliar meanings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 5) During a typical FULL WEEK, how many hours did you spend on teaching-related activities for the RAAL/Xtreme Reading course outside of your classroom instructional time, whether at school, at home, or another location

\_\_\_\_\_ hours per week

- 6) To what extent do you agree or disagree with each of the following statements about the environment at your school? (Check one box per row.)

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Necessary materials such as textbooks and supplies are available as needed by the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I have seen many programs come and go in my time teaching at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Once we start a new program at this school, we follow up to make sure that it's working.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Most of my colleagues share my beliefs and values about good instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The coordination of this school's instructional program has changed for the better because of the Small Learning Community initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I make a conscious effort to coordinate the content of my courses with the content of courses in other subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Student literacy seems to be high priority at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. A student literacy initiative complements other initiatives currently in place at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7) How much do you disagree or agree with the following statements? (Check one box per row.)

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Cross-curricular activities are important to students' literacy development (e.g. writing in social studies, reading in math)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. During literacy instruction, I believe it is important to give students time to work together when I am not directing them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. It is important to encourage discussions of different opinions during literacy and reading instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students learn literacy skills best when they engage in reading and writing to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. All students can learn to do challenging literacy tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teaching reading strategies should be an integral part of all subject area curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8) How much change in the following areas have you noticed in your classes since the implementation of RAAL or Xtreme Reading? (Check one box per row.)

	Degree of Change				
	Substantially decreased	Noticeably decreased	No change	Noticeably increased	Substantially increased
a. Student skill level for decoding words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student motivation to complete class work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student skill level for reading fluently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Degree of Change				
	Substantially decreased	Noticeably decreased	No change	Noticeably increased	Substantially increased
d. Time on task during a single class period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student skill level for understanding what they read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Student vocabulary or word-building skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Student interest in reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Student engagement in instructional activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Student capacity for critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Student attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**9) How effective do you think RAAL or Xtreme Reading strategies and activities worked with the following groups of students? (Check one box per row.)**

	Not effective	Somewhat effective	Moderately effective	Very effective	Not applicable
a. Students who have reading difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Low achieving students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students with low motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students with behavior management problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students with attendance problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Male students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Female students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Minority students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 10) Which of the following describes your current thinking about RAAL or Xtreme Reading? (Check one box per row.)

I believe that RAAL or Xtreme Reading can be used	Yes	No
a. For improvement of students' reading skills.	<input type="checkbox"/>	<input type="checkbox"/>
b. For improvement of students' writing skills.	<input type="checkbox"/>	<input type="checkbox"/>
c. For motivating interest in school work.	<input type="checkbox"/>	<input type="checkbox"/>
d. For teaching students to appreciate reading.	<input type="checkbox"/>	<input type="checkbox"/>
e. For improving students' understanding of textbooks.	<input type="checkbox"/>	<input type="checkbox"/>
f. For supplying new resources for classroom use.	<input type="checkbox"/>	<input type="checkbox"/>
g. For improving student achievement on state or district tests.	<input type="checkbox"/>	<input type="checkbox"/>
h. For providing new approaches to classroom instruction.	<input type="checkbox"/>	<input type="checkbox"/>
i. For providing professional development opportunities.	<input type="checkbox"/>	<input type="checkbox"/>

- 11) Based on your experience teaching RAAL or Xtreme Reading, please indicate the degree to which you agree or disagree with the following statements about either RAAL or Xtreme Reading. (Check one box per row.)

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Program-recommended strategies and activities are congruent with state or district English language arts content standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Program-recommended strategies and activities provide a good framework for what students should know about reading and language arts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Program -recommended strategies and activities conflict with the instructional objectives at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Program -recommended strategies and activities are difficult to implement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Program -recommended strategies and activities are consistent with my personal beliefs about good instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Program -recommended strategies and activities did not meet the needs of students in my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Enhanced Reading Opportunities Program**

**ELA Teacher Survey**

Spring 2006

Name \_\_\_\_\_

School \_\_\_\_\_

District \_\_\_\_\_

The U.S. Department of Education wants to protect the privacy of individuals who participate in surveys. This cover sheet will be removed, your survey will be assigned an ID and no one will be able to match your name with the answers. This survey is authorized by law (1) Sections 171(b) and 173 of the Education Sciences Reform Act of 2002, Pub. L. 107-279 (2002); and (2) Section 9601 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001 (Pub. L. 107-110).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is **1850-0801**. The time required to complete this information collection is estimated to be 15 minutes per respondent, including the time to review instructions, respond to the questions, and review the responses. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute of Education Sciences, 555 New Jersey Avenue, NW, Washington, DC 20208.

## ELA Teacher Survey

1) I am...

☐ Female

☐ Male

2) Please tell us about your teaching experience prior to the current school year

Time teaching (total)	_____yrs
Time teaching at current school	_____yrs
Time teaching at current level (i.e., high school)	_____yrs
Time teaching English Language Arts	_____yrs

3) Please indicate the level(s) of certification you hold. (*Check all that apply.*)

<input type="checkbox"/> Elementary	<input type="checkbox"/> High School
<input type="checkbox"/> K–8	<input type="checkbox"/> Other level of certification
<input type="checkbox"/> Middle School	<input type="checkbox"/> Provisional or temporary certification

4) Please describe the subject areas of certification you hold. (*Check all that apply.*)

<input type="checkbox"/> English/English Language arts (e.g., literature, reading, composition, journalism)
<input type="checkbox"/> Social Studies (e.g., economics, history, political science, psychology, sociology)
<input type="checkbox"/> Math
<input type="checkbox"/> Science
<input type="checkbox"/> ESL/Bilingual
<input type="checkbox"/> Reading specialist
<input type="checkbox"/> Special education
<input type="checkbox"/> Vocational/Technical education
<input type="checkbox"/> No subject certification
<input type="checkbox"/> Other ( <i>please describe</i> ) _____

**5) What is the highest degree you have earned?**

<input type="checkbox"/> Associate degree
<input type="checkbox"/> Bachelor's degree
<input type="checkbox"/> Master's degree
<input type="checkbox"/> Education specialist or professional diploma (at least one year beyond master's level)
<input type="checkbox"/> Doctorate or first professional degree
<input type="checkbox"/> Do not have a degree

**6a) Are you Hispanic or Latino/a?**

<input type="checkbox"/> No, I am not Hispanic or Latino/a.
<input type="checkbox"/> Yes, I am Hispanic or Latino/a.

**6b) Which of the following best describes you? Please select one or more.**

<input type="checkbox"/> White
<input type="checkbox"/> Black or African-American
<input type="checkbox"/> Asian
<input type="checkbox"/> American Indian or Alaska Native
<input type="checkbox"/> Native Hawaiian or other Pacific Islander

**7) In the last two years, how many professional development workshops or training sessions have you attended that relate to reading/literacy education (*Circle the number of activities, and then write in the total number of hours.*)**

How many workshops?												How much time?
0	1	2	3	4	5	6	7	8	9	10	10+	Total number of hours spent in workshops: _____

8) On average, how much emphasis did these professional development activities place on the following topics? (*Check one box per row.*)

	No emphasis	Minor emphasis	Moderate emphasis	Major emphasis
a. State or district content standards related to reading/literacy education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Curriculum associated with a specific reading or literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student assessment techniques related to reading/literacy education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Reading-related instructional strategies for low-achieving students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Using student work to think about changing instruction or curricula for reading/literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Using drills, memorization or other skills-based activities for reading/literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using long-term projects or reports for reading/literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Relating lessons to the real world during reading/literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Using cooperative learning techniques for reading/literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Using technology during reading/literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 9) During the course of this year, how much influence, if any, did each of the following people have on your decisions about classroom instruction? (Check one box per row.)

	Not applicable	No influence	Minor influence	Moderate influence	Major influence
a. Principal or Assistant/Vice Principal(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A literacy/language arts coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. District-level personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Lead teacher(s), department head(s), or program coordinator(s) with whom you work at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Individual teachers with whom you work at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 10) During the course of the year, did someone from your school or district conduct any of the following activities to help you with classroom instruction?

			If the activity occurred, was it			
	Did not Occur	Occurred	Not effective	Somewhat effective	Moderately effective	Very effective
a. Phone calls to check in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Emails to check in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Visits to my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Reviewing strategies or lessons with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Helping me assess and/or plan for individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Observing me teaching classes and giving feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teaching sessions in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**11) During the course of this year, how frequently did you engage in each of the following activities for instructional activities? (Check one box per row.)**

	Never	A few times a year	Once or twice a month	Once or twice a week	Almost daily
a. Use technology to practice reading or language arts skills or strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Encourage students to read across multiple genres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teach a process for writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teach students to monitor their own reading and recognize when they don't understand the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Use repeated guided oral reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Use student data from assessments to plan or modify instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Use differentiated reading levels so that students practice at individual fluency levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Include instructional activities that guide students in decoding/reading difficult words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Draw upon students' prior knowledge as they work with text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Ask students to write for different goals and audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Revisit learned vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Provide instruction on the different structures of texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Provide students a choice in what they read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Model reading comprehension strategies for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Teach strategies to identify and learn words that have unfamiliar meanings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 12) English/Language Arts (ELA) classes vary greatly in the nature of instruction and their goals. The following list suggests some activities that might occur in ELA courses, but not all activities will occur in all ELA courses. Please place a checkmark by the activities that you include during your ELA instruction.**

	reading traditional American, English or European literature
	reading multicultural literature
	reading diverse texts from a variety of genres
	developing visual literacy by analyzing graphic novels, hypertext, films, etc.
	understanding literary terms and rhetorical devices
	analyzing and critiquing text that they have read
	using different comprehension strategies to improve text understanding
	adjusting instruction for the reading abilities of my students
	expanding knowledge of grammar and usage
	expanding vocabulary
	developing study skills
	using cooperative learning strategies
	helping students deliver effective oral presentations
	Other (specify) _____
	_____
	_____